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ABSTRACT

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for child care counselors. Addressed in the individual sections of the volume are the following skill areas: parenting skills, child care methodology, working relationships, paralegal responsibility, assessment, client relationships, rehabilitative skills, supervision, administration, communication skills, and personal and professional development. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

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JOB ROLES IN HUMAN SERVICES

Volume 2

Child Care Coun

CE 040 614

Ministries of Education and Human Resources

TASK ANALYSIS IN HUMAN SERVICES

A Special Project
Funded by the Ministry of Education
Post-Secondary Department
In Cooperation with
The Ministry of Human Resources

CHILD CARE COUNSELLOR

Developed by:

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Program Development and Evaluation
Division of College Resources

Camosun College

March 1982

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INTRODUCTION

This book of objectives is one in a series of eight. The series is the result of a special project funded by the Ministry of Education, Post-Secondary Department, in cooperation with the Ministry of Human Resources.

The intent of the project was to formulate for training and educational purposes a competency-based analysis of employment categories in Human Services.

The Ministries of Education and Human Resources specified seven job categories to be analyzed. The objective of the project was to analyze the seven jobs to identify skills and knowledge necessary for competent performance of the job and to specify the objectives required to perform each of the skills identified. In addition, the job categories were reviewed and a core of knowledge and skills common to each was extracted. This analysis serves the following purposes:

Provide specific information for colleges and universities to use in developing curriculum in Human Services programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide a basis for the development of programming within the Ministry of Human Resources for areas not covered by college and university programs.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competitions.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

Task Analysis, a form of group process, was used to analyze the job categories. In this process, participants, who are people currently working in the occupation and those working in closely related job roles meet with a coordinator who assists them to identify the skills, knowledge and attitudes. Together they develop a job profile chart. The chart is then translated into objectives by a writer who attends the Task Analysis Session. The objectives are validated by the original participants as well as by a broader range of field personnel not in attendance at the original session. Because it involves people who are active in the occupation, Task Analysis ensures that training and education incorporate the evolution which occurs in the occupation. This process also ensures that the real world of the occupation will be the basis for programming in education and training.

The objectives contained in this book are written in behavioural terms. They specify exactly what the employees must do to achieve or perform the skill. After developing the job profile chart which has been reproduced in this book, the participants at the Task Analysis Session were assisted by the objective writer and the session coordinator to specify the verbs which identify the behaviours required to perform each skill. Following the preparation of the first draft of the objectives, the validation process was implemented.

The first draft of objectives was sent to the original participants of the Task Analysis Session. Based upon their response, a second draft was prepared and distributed for validation to forty personnel working in the Ministry of Human Resources. Two staff were selected from each of the province's twenty regions. The occupations of the forty people were in direct proportion to the jobs represented in the Task Analysis Session. For example, if five social workers were in the Session, twenty social workers participated in the validation. After this broader validation, a third revision was written and distributed to regional managers and executive staff. This book integrates feedback from all validation sources and is the final draft. This is the initial stage of a more comprehensive project designed to articulate the educational and training needs of both the public and private sector with the training provided by the educational institutions in the province.

KRATHWOHL'S TAXONOMY

To translate the job profile chart into behavioural objectives through the use of specific verbs and thus to indicate depth of knowledge, Krathwohl's Taxonomy was selected. It allows both cognitive and physical activities to be inter-mingled in a hierarchy of taxonomical levels. These levels, and examples of verbs used to write objectives describing skills that occur at each level, are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);

3. application (e.g. construct, draw, navigate);

4. analysis (e.g. discuss, classify);

5. synthesis (e.g. prepare, plan, relate);

6. evaluation (e.g. assess, judge, appraise).

INDEPENDENCE SCALE

The participants at the Task Analysis Session used a scale to indicate the degree of supervision an employee might require to accomplish the skills which were determined to occur at the application level of Krathwohl's Taxonomy.

The purpose of the scale is to identify the degree of supervision that an individual could expect when doing the task. The scale of independence is also a reflection of the degree of training required to accomplish the task.

Can perform this task with quality and with initiative and adaptability to special problem situations.	4
Can perform this task satisfactorily without assistance and/or supervision.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1

SCALE OF IMPORTANCE

All of the objectives specified within this book have been examined in relationship to the total range of job activities. Each objective was then designated as being prerequisite, critical or enrichment. These terms are defined for the purpose of this book as follows:

Prerequisite

Objectives that represent the existing knowledge or skill which individuals must bring with them to be adequately prepared to enter the job role. These objectives form the basis of the curriculae designed to train students.

Critical

Objectives which are essential to competent performance on the job. These are areas of skill and knowledge which individuals must possess or develop during their work experience. These objectives may have been taught in the educational field or they may be addressed during the orientation and training of new staff.

Enrichment

Objectives which are not essential, but add measurably to a more comprehensive understanding of the job. They also enable the individual to be more skillful and flexible in performance on the job. These areas may become the focus for staff training as they often represent the evolution of the job role.

It is important to note that the level of detail specified by the enabling objectives provide only the most salient features of the main objectives. They are then to be used in establishing a more definitive list of instructional objectives during the subsequent stage of development.

The participants at the Child Care Counsellor Task Analysis Sessions were:

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CHILD CARE COUNSELLOR
JOB PROFILE CHART

A Parenting Skills	A.1 Teach Parenting Skills	A.2 Utilize Play	A.3 Teach daily routines	A.4 Provide a safe environment	A.5 Health and nutrition	A.6 Provide safe psychological environment	A.7 Assume role of guardian	A.8 Life Skills	A.9 Set Limits
B Childcare Methodology	B.1 Treatment philosophy	B.2 Human growth and development	B.3 Theories of behaviour						
C Working Relationships	C.1 Teamwork	C.2 Job role responsibilities	C.3 Public relations	C.4 Relationship with community	C.5 Systems	C 6 Knowledge and Policy			
D Para-legal Responsibilities	D.1 Court procedures	D.2 Roles and Responsibilities	D.3 Documentation	D.4 Legal rights					
E Assessment	E.1 Referrals	E.2 Implement assessment process	E.3 Formulate treatment plan						
F Client Relationships	F.1 Systems	F.2 Ethical behaviour	F.3 Socio-economic conditions	F. 4 Represent the Client					
G Rehabilitative Skills	G1 Rehabilitative Experiences	G2 Interviewing Skills	G3 Counselling Skills	G4 Work with Families	G5 Treatment Plan	G6 Separation and Termination	G7 Group Skills	G8 Community Resources	G9 Crisis Intervention
H Supervision	H.1 Strategies	H.2 Effective Supervision							
I Administration	I.1 Manage programs	I.2 Implement policies	I.3 Organiza-tional skills	I.4 Meetings and conferences					
J Communication Skills	J.1 Written Skills	J.2 Speaking skills	J.3 Listening skills	J.4 Media equipment					
K Personal and Professional Development	K.1 Self-awareness	K.2 Job performance	K.3 Continuing education	K.4 Career programming	K.5 Stress management				

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A. PARENTING SKILLS

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 1. Teach parenting skills.	ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Determine the present skill level of the client.	4	Prerequisite	
(b) Determine the skills required by client.	4	Prerequisite	
(c) Negotiate with client the skills to be learned.	4	Prerequisite	
(d) Establish with client a strategy for the learning of skills. e.g. role-play	4	Prerequisite	
(e) Establish priorities.	4	Prerequisite	
(f) Set goals and time limits.	4	Prerequisite	
(g) Evaluate progress of client using mutually agreed-upon indicators.	4	Prerequisite	
(h) Teach the following skills:			
i limit-setting	4	Prerequisite	
ii consistency	4	Prerequisite	
iii positive reinforcement	4	Prerequisite	
iv listening skills	4	Prerequisite	
v logical consequences	4	Prerequisite	
vi nurturing, etc.	4	Prerequisite	

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 1. Teach parenting skills (Continued).			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(i) Provide feedback and support to the client.	4	Critical	
(j) Provide information about age - appropriate behaviours.	4	Critical	
(k) Positively terminate the teaching relationship.	4	Critical	
(l) Promote client autonomy throughout the relationship.	4	Critical	

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 2. Utilize play with children for mutual fun and enjoyment.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Be spontaneous and genuine.	4	Prerequisite	
(b) Demonstrate humour.	4	Prerequisite	
(c) Be sensitive to child's interests.	4	Prerequisite	
(d) Be enthusiastic.	4	Prerequisite	
(e) Demonstrate creativity.	4	Prerequisite	
(f) Utilize own interests to stimulate children.	4	Prerequisite	

SPECIFIC AREA: A. PARENTING SKILLS

MAIN OBJECTIVE: 3. Teach daily routines to children.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Demonstrate routines and participate in their practice.	4	Critical	
(b) Set routines and limits to provide a predictable environment.	4	Critical	
(c) Inform children of daily routines.	4	Critical	
(d) Explain to children the necessity of daily routines.	4	Critical	
(e) Supervise the carrying-out of routines.	4	Critical	

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 4. Provide a safe and well-cared for physical environment.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Be aware of and maintain the standards that apply to the physical environment.	4	Critical	
(b) Monitor the physical environment.	4	Critical	
(c) Demonstrate to children how to maintain the basic up-keep of the house.	4	Critical	
(d) Demonstrate the ability to use fire and safety equipment.	4	Critical	
(e) Foster and develop a respect for the physical environment.	4	Critical	
(f) Maintain standards set by the community.	4	Critical	
(g) Provide for safety in the general environment.	4	Critical	

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 5. Apply a knowledge of health and nutrition.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Demonstrate and foster an awareness of the body and its physical needs, e.g. exercise.	4	Critical		
(b) Make use of opportunities to teach nutrition, menu-planning, etc.	2	Critical		
(c) Monitor eating and health habits.	4	Enrichment		
(d) Administer appropriate medication as directed.	2	Critical		
(e) Provide for special diets.	2	Critical		
(f) Recognize the need for medical attention.	2	Prerequisite		
(g) Provide first-aid.	3	Prerequisite		
(h) Recognize and provide care for childhood diseases and minor illnesses.	2	Prerequisite		

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 5. Apply a knowledge of health and nutrition (Continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
j. Request information from appropriate sources regarding treatment.	4	Critical	
k. Recognize the effects of non-prescribed drugs.		Prerequisite	
l. Be alert to special physical conditions. e.g. allergies, diabetes, hearing and vision impairments, etc.		Enrichment	
m. Utilize emergency resources and procedures when required.	4	Critical	

SPECIFIC AREA: A. PARENTING SKILLS

MAIN OBJECTIVE: 6. Provide for a safe and supportive psychological environment.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Model the appropriate expression of both positive and negative feelings.	4	Critical	
(b) Enforce the rules related to safety. i.e. rules regarding drugs, weapons, etc.	4	Critical	
(c) Set guidelines for and assist in the resolution of conflict.	4	Critical	
(d) Maintain an attitude of care and respect.	4	Critical	
(e) Promote a sense of self-esteem.	4	Critical	
(f) Teach sharing and cooperation.	4	Critical	
(g) Prepare children to recognize and deal with negative psychological situations.	4	Critical	
(h) Provide a realistic view of the world with both its positive and negative aspects.	4	Critical	

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 6. Provide for a safe and supportive psychological environment. (Continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(i) Teach an awareness of the need for privacy and how to obtain it.	4	Critical	
(j) Demonstrate healthy non-stereotypic interactions. e.g. male-female, child-parent.	4	Prerequisite	
(k) Recognize that transference occurs.		Prerequisite	
(l) Recognize the effects of transference on relationships.		Prerequisite	

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 7. Assume the role of guardian.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Describe the wardship status of the child.	3	Critical	
(b) Request clarity regarding one's role.	2	Critical	
(c) Carry out one's responsibilities as specified in policy.	4	Critical	

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 8. Provide for the opportunity to learn life skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Ensure that the child has access to life skills resources.	4	Critical	
(b) Define the life skills appropriate to the group or client. e.g. i pre-school: name, telephone number; ii latency: use of transportation system, traffic safety; iii teenage: job-finding skills, sexuality.		Prerequisite	
(c) Design and implement programs to teach life skills.	4	Critical	

SPECIFIC AREA: A. PARENTING SKILLS MAIN OBJECTIVE: 9. Demonstrate the ability to set limits effectively.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Ensure that limits are age appropriate.	4	Critical	
(b) Demonstrate consistency in setting limits.	4	Critical	
(c) Be certain that limits are normative.	4	Critical	
(d) Ensure that client knows what the limits are.	4	Critical	
(e) Ensure client understands the positive and negative consequences of limits.	4	Critical	
(f) Assume an authoritative role.	2	Prerequisite	
(g) Seek support in the authoritative role.	2	Prerequisite	
(h) Use limit-setting as a learning experience to: i help teach children internal control; ii to help children generalize from that experience.	4	Critical	

B. CHILDCARE METHODOLOGY

SPECIFIC AREA: B. CHILDCARE METHODOLOGY MAIN OBJECTIVE: 1. Demonstrate a knowledge of treatment philosophy and process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Describe the treatment philosophy under which one is working.		Prerequisite	
(b) Describe a variety of commonly used treatment processes, for example: i reality therapy ii behaviour modification iii gestalt iv transactional analysis v medical model vi role-play vii therapeutic community, etc.		Prerequisite	
(c) Identify the need for the application of various treatment processes.		Prerequisite	

SPECIFIC AREA: B. CHILDCARE METHODOLOGY

MAIN OBJECTIVE: 2. Demonstrate a knowledge of the stages of human growth and development.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Summarize the various stages of development.		Prerequisite	
(b) Describe the behaviour related to various developmental stages.		Prerequisite	
(c) Recognize that certain behaviours are normal to various developmental stages.		Prerequisite	
(d) Distinguish between normal and abnormal behaviour.		Prerequisite	
(e) Recognize that abnormal behaviour may result from abnormal circumstances. e.g. regression.		Prerequisite	

SPECIFIC AREA: B. CHILDCARE METHODOLOGY MAIN OBJECTIVE: 3. Demonstrate a knowledge of the various theories used in the perception of client behaviours.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Describe systems theory and how it relates to the client's situation.		Prerequisite	
(b) Describe various developmental theories. e.g. Bolby, Piaget, Erickson, Skinner.		Prerequisite	

C. WORKING RELATIONSHIPS

SPECIFIC AREA: C. WORKING RELATIONSHIPS MAIN OBJECTIVE: 1. Demonstrate the ability to participate as an effective member of a team.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Maintain open and effective communication with team members on a regular basis. e.g. feedback re performance.	4	Critical	
(b) Explain and clarify one's role to other team members.	4	Critical	
(c) Clarify the expectations of various team members.	4	Critical	
(d) Use the appropriate lines of communication.	4	Critical	
(e) Clarify the goals and objectives of the team.	4	Critical	
(f) Acknowledge that team members have different working styles and skills.		Prerequisite	
(g) Follow through on commitment to the team concept.	4	Critical	

SPECIFIC AREA: C. WORKING RELATIONSHIPS MAIN OBJECTIVE: 2. Recognize the responsibilities and limitations of the job role.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Utilize various sources to clarify the job role, responsibilities and expectations. i job description ii supervisor iii team members	2	Critical	
(b) Describe the lines of authority related to the job role.		Critical	
(c) Obtain further classification to define the role.	2	Critical	

SPECIFIC AREA: C. WORKING RELATIONSHIPS MAIN OBJECTIVE: 3. Participate in public relations as required.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Become familiar with the policies of one's agency or program and the larger system.	2	Critical	
(b) Adhere to policy related to public information.	2	Critical	
(c) Conduct oneself in public so as to positively represent one's program, agency and profession.	2	Critical	
(d) Interpret policies to the public as required.	2	Critical	
(e) Deal with complaints.	2	Critical	

SPECIFIC AREA: C. WORKING RELATIONSHIPS MAIN OBJECTIVE: 4. Develop an effective relationship with the community.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Identify those organizations which can benefit one's program.		Critical	
(b) Establish and maintain communication with organizations. e.g. schools, the police, community centres. etc.	4	Critical	
(c) When appropriate, deal as quickly as possible with situations of clients acting out in the community.	4	Critical	
(d) Inform clients of the standards of behaviour expected by the community.	4	Critical	
(e) Communicate one's role and responsibilities to the community as required.	4	Critical	

SPECIFIC AREA: C. WORKING RELATIONSHIPS MAIN OBJECTIVE: 5. Apply a knowledge of systems to establish working relationships.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Identify the systems commonly involved with one's clients, e.g. health, education, the attorney-general, etc.		Critical	
(b) Familiarize oneself with the mandated responsibilities of these systems.		Critical	
(c) Develop working relationships with appropriate contacts in the systems.	4	Critical	
(d) Inform contacts of one's own system and one's needs.	4	Critical	

SPECIFIC AREA: C. WORKING RELATIONSHIPS MAIN OBJECTIVE: 6. Demonstrate a knowledge of the policy development process in government.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
(a) Explain how one's role may impact on policy development.		Enrichment	
(b) Summarize the process of policy development.		Enrichment	
(c) Differentiate between acts, regulations and policies.		Critical	

D. PARA-LEGAL RESPONSIBILITIES

SPECIFIC AREA: D. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 1. Demonstrate a knowledge of court procedures.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Determine the jurisdiction of the court before which one is appearing.		Critical	
(b) Explain terminology used in the court procedure.		Prerequisite	
(c) Explain the legislation that pertains to clients.		Critical	
(d) Become familiar with dress codes appropriate to court.		Prerequisite	
(e) Advise clients of court procedures.	4	Critical	

SPECIFIC AREA: D. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 2. Demonstrate an awareness of the roles and responsibilities of various people in the court procedures.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Explain the role of various people involved in court procedures: i child care counsellor ii social worker iii lawyer iv child advocate v probation officer		Prerequisite	
(b) Determine the status of the child and identify those required to be involved. e.g. parent, foster parent, social worker.		Critical	
(c) Consult with those involved prior to the court appearance so as to clarify roles and functions.	2	Critical	
(d) Explain to the client his or her role and the role of others as a result of the court procedure.		Critical	

SPECIFIC AREA: D. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 3. Prepare documentation for legal proceedings.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Explain how written reports can constitute legal documentation.		Critical	
(b) Explain the legal implications of written material in terms of one's own protection and that of one's client.		Critical	
(c) Explain the purpose of commonly used legal forms and interpret these to clients. e.g. probation orders, subpoenas, etc.		Critical	

SPECIFIC AREA: D. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 4. Demonstrate a knowledge of legal rights and responsibilities			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Seek clarification regarding the policies and procedures of agencies such as private societies.	2	Critical	
(b) Explain to clients the importance of informing them of their and one's own legal obligation regarding disclosure.		Critical	
(c) Explain ministry policy on how to obtain legal council.		Critical	

SPECIFIC AREA: D. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 4. Demonstrate a knowledge of legal rights and responsibilities. (Continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(g) Maintain one's knowledge regarding legal issues.	2	Critical	

E. ASSESSMENT

SPECIFIC AREA: E. ASSESSMENT MAIN OBJECTIVE: 1. Utilize the referral process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Identify the source of the referral.		Critical	
(b) Describe referral process.		Critical	
(c) Identify information sources and review the information that exists. e.g. psychological assessments.		Critical	
(d) Solicit additional relevant information.	2	Critical	
(e) Implement the agency intake process. e.g. case conference, pre-placement visit, etc.	4	Critical	
(f) Be involved in decisions regarding the referral.	2	Critical	

SPECIFIC AREA: E. ASSESSMENT MAIN OBJECTIVE: 2. Implement the assessment process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Be aware of case history.	4	Critical	
(b) Use observational skills in the preparation of the assessment report.	4	Prerequisite	
(c) Distinguish between behaviour description and behaviour evaluation.		Prerequisite	
(d) Identify problem areas. e.g. learning disabilities.		Prerequisite	
(e) Identify the child's personal strengths.		Critical	
(f) Identify risk factors and indicators associated with them. e.g. sexual, emotional or physical abuse.		Critical	

SPECIFIC AREA: E. ASSESSMENT MAIN OBJECTIVE: 2. Implement the assessment process. (Continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(g) Identify the areas of functioning to be assessed and reviewed in the assessment process. i relationships and interactions ii self image iii scholastic achievement iv sexuality v fears and phobias vi interests vii self abuse, etc. viii clarify routines, e.g. eating, sleeping.		Critical	

SPECIFIC AREA: E. ASSESSMENT

MAIN OBJECTIVE: 3. Formulate a treatment plan in conjuntion with other team members and referring source.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Identify the needs of the client.		Critical	
(b) Determine priority of needs.		Critical	
(c) Involve the client where appropriate.	4	Critical	
(d) Establish long and short-term goals.	4	Critical	
(e) Plan and implement strategies to meet the goals.	4	Critical	
(f) Revaluate the process and the goals.	2	Critical	
(g) Identify those to be involved in the monitoring of the plan.		Critical	
(h) Set agreed-upon indicators with those monitoring.	2	Critical	
(i) Provide regular feedback to the client.	4	Critical	

F. CLIENT RELATIONSHIPS

SPECIFIC AREA: F. CLIENT RELATIONSHIPS MAIN OBJECTIVE: 1. Demonstrate an awareness of the systems in which the client is involved.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Become familiar with existing policies and their relationship to client and self.		Critical	
(b) Summarize the policies of individual programs and outside agencies.		Critical	
(c) Determine the systems (professional family) in which client is involved and the role of these.		Critical	
(d) Provide input into policy formation.	2	Critical	
(e) Clarify the expectations of client and self. e.g. as related to MHR.	4	Critical	
(f) Identify sources of conflict between systems and the limitations that may exist.		Critical	
(g) Deal with conflicts and limitations in a manner best suited to the interest of clients.	4	Critical	

SPECIFIC AREA: F. CLIENT RELATIONSHIP MAIN OBJECTIVE: 2. Demonstrate ethical behaviour in relationship to the client.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Maintain confidentiality according to ministry policy.	2	Critical		
(b) Inform client of situations wherein one may be required to disclose information.	4	Critical		
(c) Respect the civil and human rights of clients.	3	Critical		
(d) Respect the dignity of clients.	3	Critical		
(e) Honour commitments to clients.	3	Critical		
(f) Identify sources of ethical conflict, e.g. personal ethics versus organizational policies.		Critical		
(g) Avoid "conflict of interest" situations.	3	Critical		
(h) Develop strategies to cope with ethical conflict.	2	Critical		
(i) Show acceptance for client regardless of his or her behaviour.	4	Critical		
(j) Recognize and control own needs in relationship to the client.	4	Critical		
(k) Maintain professional behaviour and assist colleagues to do same.	4	Critical		

Cont.

SPECIFIC AREA: F. CLIENT RELATIONSHIP

MAIN OBJECTIVE: 2. Demonstrate ethical behaviour in relationship to the client.

Continued

ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA	ESTIMATED TRAINING HOURS
(l) Provide feedback to the team to ensure ethical practice.	4	Critical			
(m) Determine the affect on clients of their perception of one's power.		Critical			
(n) Differentiate between one's mandated authority and client's/ colleagues perceptions of one's power.		Critical			

SPECIFIC AREA: F. CLIENT RELATIONSHIPS MAIN OBJECTIVE: 3. Demonstrate an awareness of the effects of socio-economic conditions on clients.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Discuss the relationship between socio-economic conditions and: i value systems ii self-image iii mobility		Prerequisite		
(b) Discuss the relationship between socio-economic status and such problems as alcoholism, drug abuse, etc.		Prerequisite		
(c) Use a knowledge of socio-economic conditions in the community to develop client programs.				

SPECIFIC AREA: F. CLIENT RELATIONSHIPS MAIN OBJECTIVE: 4. Demonstrate the ability to represent the client.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Recognize and protect dignity of children.		Critical		
(b) Assist the child to obtain representation to advocate on their behalf.	2	Critical		
(c) Support the child in appropriately meeting their needs.	2	Critical		

G. REHABILITATIVE SKILLS

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 1. Demonstrate a range of rehabilitative techniques.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Utilize a variety of techniques and strategies: i holding ii behaviour management iii play iv programming v art, etc.	4	Prerequisite		
(b) Teach coping mechanisms.	4	Critical		
(c) Use one's relationship with the client as a helping experience.				
(d) Maintain realistic expectations and limitations.	4	Critical		

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 2. Demonstrate interviewing skills.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Establish a conducive environment by giving consideration to the following: i location ii privacy iii positioning	4	Prerequisite		
(b) Utilize a range of interviewing skills: i appropriate use of questions ii perception checking iii disclosure iv concreteness v specificity vi empathy vii genuineness	4	Prerequisite		

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 3. Demonstrate counselling skills.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Utilize a range of counselling techniques, for example: i Rogers ii transactional analysis etc.	4	Prerequisite		
(b) Set mutually agreed-upon treatment goals.	4	Prerequisite		
(c) Apply a knowledge of non-verbal behaviour.	4	Prerequisite		
(d) Use listening skills.	4	Prerequisite		
(e) Employ contracting with clients.	4	Prerequisite		
(f) Apply a knowledge of cultural and ethnic differences and values.	4	Prerequisite		
(g) Ensure that the counselling is client-focussed and growth-oriented.	4	Prerequisite		

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 4. Practice the essential skills in family counselling.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Develop a working definition of the family that includes such non-family members as friends.	3	Prerequisite		
(b) Determine the resources available to the family both internally and externally.		Critical		
(c) Define the attending and central problems.	3	Prerequisite		
(d) Establish rapport with the family.	4	Prerequisite		
(e) Utilize counselling and interviewing skills.	4	Prerequisite		
(f) Employ a range of family intervention techniques.	4	Prerequisite		

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 5. Implement a treatment plan.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Familiarize oneself with the treatment plans and goals for each client for whom one is responsible.	2	Critical		
(b) Become familiar with the interventions being used to achieve the goals.		Critical		
(c) Demonstrate consistency regarding the treatment plan.	4	Critical		
(d) Actively involve team members in the update and modification of the treatment plan.	2	Critical		
(e) Involve the client in the treatment plan to the extent possible.	4	Critical		
(f) Recognize how the client is affected by the treatment process: i initial stage - resistance ii middle stage - bonding - treatment occurs iii end - resolution		Critical		

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 6. Deal effectively with separation and termination.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Recognize the emotional impact of separation on the client e.g. denial, anger, grieving, etc.		Prerequisite		
(b) Enact and model a positive separation process.	4	Critical		
(c) Provide the client with a historical context and perspective regarding the separation.	4	Critical		
(d) Provide opportunities for the exploration of feeling of both client and worker.	4	Critical		
(e) Assist the client in resolution.	4	Critical		

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 7. Practice effective group skills.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Clarify with the group goals to be achieved.	4	Critical		
(b) Establish rules for the functioning of the group.	4	Critical		
(c) Assist the group to enforce the rules.	4	Critical		
(d) Maintain control.	4	Critical		
(e) Ensure the process remains goal-oriented.	4	Critical		
(f) Model effective group behaviour.	4	Prerequisite		
(g) Utilize a knowledge of a group dynamics: i roles played by group members ii stages of group development iii impact of group composition on members iv communication patterns, etc.	4	Prerequisite		

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 8. Effectively utilize the community as a resource.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Identify the resources that exist.		Critical		
(b) Access the resources.	4	Critical		
(c) Demonstrate flexibility and the ability to work without structure.	4	Critical		
(d) Become familiar with the client's networks within the community.	4	Critical		
(e) Gain the acceptance of natural groups.	4	Critical		
(f) Utilize natural groups within the community, e.g. street gangs.	4	Critical		

SPECIFIC AREA: G. REHABILITATIVE SKILLS MAIN OBJECTIVE: 9. Practice effective crisis intervention techniques.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Recognize what constitutes a crisis.		Prerequisite		
(b) Recognize the effects of crisis on individuals including self.	2	Prerequisite		
(c) Utilize a variety of crisis intervention techniques, e.g. redirection, defusing, etc.	4	Prerequisite		
(d) Recognize one's limitations.		Prerequisite		
(e) Identify and assess the learning that comes from crises.		Critical		

H. SUPERVISION

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SPECIFIC AREA: H. SUPERVISION MAIN OBJECTIVE: 1. Demonstrate the ability to use supervision effectively.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Ensure that one is available and accessible.	4	Critical	
(b) Use time effectively.	4	Critical	
(c) Ensure that supervision time is positive and promotes growth.	4	Critical	
(d) Apply the principles of supervision.	4	Critical	

SPECIFIC AREA: H. SUPERVISION MAIN OBJECTIVE: 2. Demonstrate the ability to provide effective supervision and evaluation.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Provide meaningful on-going feedback, e.g. specific to time and task.	4	Critical		
(b) Provide the opportunity and support for behaviour change.	4	Critical		
(c) Become familiar with the procedures for hiring, evaluation and termination.		Critical		
(d) Establish the scope and boundaries of the evaluation.	3	Critical		
(e) Prepare the necessary documentation.	3	Critical		
(f) Differentiate between performance, knowledge and attitude.		Critical		
(g) Recognize the purpose of the evaluation, i.e. improved performance.		Critical		
(h) Recognize personal biases.		Prerequisite		

SPECIFIC AREA: H. SUPERVISION MAIN OBJECTIVE: 2. Demonstrate the ability to provide effective supervision and evaluation. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(i) Recognize and respond to staff needs.	4	Critical	
(j) Foster an environment conducive to the growth of trust and openness.	4	Critical	
(k) Recognize professional and personal boundaries.		Critical	
(l) Utilize role modelling as a teaching aid.	4	Critical	
(m) Employ various supervisory styles, e.g. consultation.	4	Critical	
(n) Clarify expectations and provide feedback.	4	Critical	

I. ADMINISTRATION

SPECIFIC AREA: I. ADMINISTRATION MAIN OBJECTIVE: 1. Demonstrate the ability to effectively manage programs.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Develop the program goals, objectives and philosophy.	2	Critical	
(b) Ensure the program is relevant: assess needs of client and system.	2	Critical	
(c) Develop a plan for evaluation - both formative and summative.	2	Critical	
(d) Advocate for program acceptance and support in the community.	3	Critical	
(e) Develop the policies and procedures for the program.	2	Critical	
(f) Ensure that adequate resources exist to meet program needs.	2	Critical	

SPECIFIC AREA: I. ADMINISTRATION MAIN OBJECTIVE: 2. Demonstrate a knowledge of policies and procedures.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Become familiar with the policies and procedures relevant to the program.		Critical	
(b) Interpret policies and procedures as required.		Critical	
(c) Differentiate between program policy and that which is mandate.		Critical	
(d) Ensure that all relevant material is available and current.	3	Critical	

SPECIFIC AREA: I. ADMINISTRATION MAIN OBJECTIVE: 3. Utilize organizational skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Manage time effectively.	4	Critical	
(b) Delegate responsibility.	4	Critical	
(c) Utilize resources effectively.	3	Critical	
(d) Provide clarity regarding task and role.	4	Critical	
(e) Demonstrate flexibility, creativity and resourcefulness.	4	Critical	

SPECIFIC AREA: I. ADMINISTRATION MAIN OBJECTIVE: 4. Organize and participate in meetings and conferences.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Select appropriate attendants.	2	Critical	
(b) Assign roles and responsibilities.	2	Critical	
(c) Ensure proper preparation and presentation.	3	Critical	
(d) Facilitate positive communication patterns.	4	Critical	
(e) Facilitate group process.	4	Critical	
(f) Ensure that goals are met.	3	Critical	

J. COMMUNICATION SKILLS

SPECIFIC AREA: J. COMMUNICATION SKILLS MAIN OBJECTIVE: 1. Demonstrate written skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Write in a clear and concise manner.		Prerequisite	
(b) Ensure accuracy.		Prerequisite	
(c) Utilize appropriate language.		Prerequisite	
(d) Distinguish between subjective and objective data.		Prerequisite	
(e) Follow approved formats required for special documents.	3	Critical	

SPECIFIC AREA: J. COMMUNICATION SKILLS MAIN OBJECTIVE: 2. Demonstrate speaking skills.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Apply the language appropriate to the audience.	4	Prerequisite		
(b) Ensure adequate preparation.	3	Prerequisite		
(c) Use such techniques as tone, pacing and modulation.	4	Prerequisite		
(d) Recognize the need for appropriate interpersonal boundaries when discussing sensitive issues.		Prerequisite		

SPECIFIC AREA: J. COMMUNICATION SKILLS MAIN OBJECTIVE: 3. Demonstrate listening skills.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Allow others time to express themselves.	4	Prerequisite		
(b) Provide appropriate feedback.	4	Prerequisite		
(c) Employ non-verbal behaviours to promote communications: i eye contact ii body positioning, etc.	4	Prerequisite		
(d) Use silence effectively.	4	Prerequisite		

SPECIFIC AREA: J. COMMUNICATION SKILLS

MAIN OBJECTIVE: 4. Demonstrate the ability to use media equipment.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
(a) Become familiar with the range and utility of equipment.		Enrichment	
(b) Identify location of equipment and means of access..		Enrichment	
(c) Select equipment appropriate to the audience and task.	3	Enrichment	
(d) Operate various equipment.	3	Enrichment	

K. PERSONAL AND PROFESSIONAL DEVELOPMENT

SPECIFIC AREA: K. PERSONAL AND PROFESSIONAL DEVELOPMENT MAIN OBJECTIVE: 1. Demonstrate a level of self-awareness that enables one to fulfill the functions of the job.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Recognize and deal appropriately with emotional needs and reactions e.g. anger, affection, verbal abuse, sexuality.	4	Prerequisite		
(b) Use one's emotions in a planned or spontaneous manner.	4	Prerequisite		
(c) Integrate the use of self into the role of helper.	4	Critical		
(d) Demonstrate respect and commitment.	4	Prerequisite		
(e) Assess one's strengths and limitations.	2	Prerequisite		
(f) Recognize personal coping mechanisms, e.g. defensiveness, seeking supports, transference/ counter transference.		Prerequisite		
(g) Assess the impact of one's values on one's work.	2	Prerequisite		

SPECIFIC AREA: K. PERSONAL AND PROFESSIONAL DEVELOPMENT MAIN OBJECTIVE: 2. Demonstrate the ability to assess one's job performance.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Request feedback from various sources regarding job performance, e.g. supervisor, co-workers, clients.	2	Critical		
(b) Identify areas of need for feedback.		Critical		
(c) Establish the guidelines required for self-assessment.	2	Critical		
(d) Clarify job expectations and responsibilities.	2	Critical		

SPECIFIC AREA: K. PERSONAL AND PROFESSIONAL DEVELOPMENT MAIN OBJECTIVE: 3. Plan and implement a continuing education program.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Assess one's training needs in consultation with supervisor.	2	Critical		
(b) Develop strategies for meeting the needs, e.g. request staff training.	2	Critical		
(c) Identify resources to meet the needs, e.g. libraries, workshops, etc.		Critical		
(d) Share one's knowledge and skills.	4	Critical		
(e) Evaluate continuing education programs and provide feedback.	4	Critical		

SPECIFIC AREA: K. PERSONAL AND PROFESSIONAL DEVELOPMENT MAIN OBJECTIVE: 4. Demonstrate the ability to create a career program.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Recognize the opportunities that exist for hiring, promotions, transfers, career change, etc.		Enrichment		
(b) Determine the factors involved in career planning: educational needs, finances, family, etc.		Enrichment		
(c) Prepare a plan for career development.	4	Enrichment		

SPECIFIC AREA: K. PERSONAL AND PROFESSIONAL DEVELOPMENT MAIN OBJECTIVE: 5. Demonstrate the ability to recognize and deal with stress related to the job.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Recognize the high level of stress related to child care work.		Critical		
(b) Recognize symptoms of stress in self and others.		Prerequisite		
(c) Implement techniques to manage stress in a positive way: i use of humour ii work/home split, etc.	4	Prerequisite		